

Board of Regents

OBJECTIVES AND PERFORMANCE INDICATORS

Unless otherwise indicated, all objectives are to be accomplished during or by the end of FY 2002-2003. Performance indicators are made up of two parts: name and value. The indicator name describes what is being measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicators are shown for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year of the budget document.

The objectives and performance indicators that appear below are associated with program funding in the Base Executive Budget for FY 2002-2003. Specific information on program funding is presented in the financial section.

FY 2002-2003 PROGRAM PERFORMANCE FORM

DEPARTMENT ID: 19A- Board of Regents

AGENCY ID: 19A-671 Board of Regents

PROGRAM ID: Program A: Board of Regents

1. (KEY) To increase Fall headcount enrollment in public postsecondary education by 5.9% from 191, 673 to 202,981 by Fall 2002.

Strategic Link: Objective 1: *To Increase opportunities for student access and success*Louisiana: Vision 2020 Link: Objective 1.1 - *To involve every citizen in a process of lifelong learning*

Children's Cabinet Link: Not applicable

Other Link(s): This objective is closely lined to an objective in the Master Plan for Postsecondary Education.

Explanatory Note: Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day in the fall semester (ninth class day for institutions on the quarter system).

Background Note: Although high school graduates are projected to decline and the population is projected to further age (both reasons to project declining enrollments), overall enrollment in postsecondary education is projected to increase due to enrollment increases at LTC, the continued growth of emerging community colleges, increased retention efforts, and further expansion of electronic (distance) learning opportunities.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change from Fall 2000 (baseline year)	Not applicable ¹	Not applicable	0.5%	0.5%	5.9%	5.9%
K	Total Fall headcount enrollment	Not applicable ¹	191,673	192,631	192,631	202,981	202,981
S	Fall headcount enrollment (4-year)	Not applicable ¹	149,419 ²	147,293 ³	147,293 ³	148,671	148,671
S	Fall headcount enrollment (2-year)	Not applicable ¹	25,843 ²	28,793 ³	28,793 ³	31,508	31,508
S	Fall headcount enrollment (LTC)	Not applicable ¹	16,381	16,545 ⁴	16,545 ⁴	22,802 ⁵	22,802 ⁵

¹ This performance indicator did not appear under Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001.

² These figures were adjusted to reflect LSU Alexandria's legislative authorization to offer four-year degree programs. LSU Alexandria's enrollment figures are now included in the four-year indicator.

³ The performance standard for this indicator does not take into account the LSU Alexandria's legislative action, authorizing four-degree programs.

⁴ The enrollment number for LTC (16,545) was projected based on the quarter system and prior year's data. The actual Fall, 2001 14th class day enrollment was 22,064. The large increase was attributable to a number of factors, including the conversion from the quarter to semester system, the decision to begin a number of programs and services earlier in the term (thus being counted where they were not if began after the 14th class day), expansion of incumbent worker training programs, and expansion of curricula in general.

⁵ The projected headcount increase at LTC from 2000 to 2002 is attributable to a number of factors, including the conversion from the quarter to semester system, the decision to begin a number of programs and services earlier in the term (thus being counted where they were not if began after the count day), expansion on incumbent worker training programs, and expansion of curricula in general.

DEPARTMENT ID: 19A- Board of Regents
 AGENCY ID: 19A-671 Board of Regents
 PROGRAM ID: Program A: Board of Regents

2. (KEY) To increase minority Fall headcount enrollment in public postsecondary education by 3.5% from 71,269 to 73,763 by Fall 2002.

Strategic Link: Goal 1 - *Increase opportunities for student access and success*

Louisiana: Vision 2020 Link: Objectives 1.1 - *To involve every citizen in a process of lifelong learning*

Children's Cabinet Link: Not applicable

Other Link(s): This objective is closely lined to an objective in the Master Plan for Postsecondary Education.

Explanatory Note: The term Minority includes all racial categories with the exception of White Non-Hispanic. The racial categories are defined by the United States Department of Education and include the following: Asian or Pacific Islander, American Indian or Alaskan Native, Black Non-Hispanic, Hispanic and Others/Race unknown.

Background Note: Louisiana's minorities continue to be under-represented in postsecondary education. Louisiana's institutions will continue to implement strategies to recruit additional minorities into the system and design additional programs to increase retention of all students.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage difference in Minority enrollment over the Fall 2000 baseline year level	Not applicable ¹	Not applicable	1.0%	1.0%	3.5%	3.5%
K	Total Fall minority headcount enrollment	Not applicable ¹	71,269	71,982	71,982	73,763	73,763
K	Fall minority headcount enrollment (4-year)	Not applicable ¹	52,275 ²	52,434 ³	52,434	52,013	52,013
K	Fall minority headcount enrollment (2-year)	Not applicable ¹	11,648 ²	12,458 ³	12,458	14,049	14,049
K	Fall minority headcount enrollment (LTC)	Not applicable ¹	6,876	7,093 ⁴	7,093 ⁴	7,701 ⁵	7,701 ⁵

¹ This performance indicator did not appear under Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001.

² These figures were adjusted to reflect LSU Alexandria's legislative authorization to offer four-year degree programs. LSU Alexandria's enrollment figures are now included in the four-year indicator.

³ The performance standard for this indicator does not take into account the LSU Alexandria's legislative action, authorizing four-degree programs.

⁴ The minority enrollment number for LTC (7,093) was projected based on the quarter system and prior year's data. The actual Fall, 2001 14th class day minority enrollment was 8,890. The large increase was attributable to a number of factors, including the conversion from the quarter to semester system, the decision to begin a number of programs and services earlier in the term (thus being counted where they were not if began after the 14th class day), expansion of incumbent worker training programs, and expansion of curricula in general.

⁵ The projected headcount increase at LTC from 2000 to 2002 is attributable to a number of factors, including the conversion from the quarter to semester system, the decision to begin a number of programs and services earlier in the term (thus being counted where they were not if began after the count day), expansion on incumbent worker training programs, and expansion of curricula in general.

DEPARTMENT ID: 19A- Board of Regents
 AGENCY ID: 19A-671 Board of Regents
 PROGRAM ID: Program A: Board of Regents

3. (KEY) To increase the percentage of first-time, full-time entering freshman at 2-year and 4-year institutions retained to second year from 72.3% to 74.1%.

Strategic Link: Goal 1 - *Increase opportunities for student access and success.*

Louisiana: *Vision 2020* Link: Objective 1.6.3 - *Percentage of Louisiana residents who have graduated from a four-year college or university.* Objective 1.6.4 - *Percentage of residents who have Children's Cabinet Link: Not applicable*

Other Link(s): This objective is closely lined to an objective in the Master Plan for Postsecondary Education.

Background Note: Retention of students on Louisiana's campuses receives increased attention. As additional institutions implement admission criteria, creating a better student/institution match, student retention should increase further.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in retention of first-time, full-time entering freshman to second year over Fall 2000 baseline year level	Not applicable ¹	Not applicable	0.8%	0.8%	1.8%	1.8%
S	Number of first-time, full-time freshman retained to second year	Not applicable ¹	18,545 ²	22,914	22,914	23,051	23,051
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable ¹	72.3%	73.1%	73.1%	74.1%	74.1%

¹ This performance indicator did not appear under Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001.

² The Board of Regents reports that this number was calculated using Fall 1999 first-time full-time entering freshman who re-enrolled in Fall 2000.

DEPARTMENT ID: 19A- Board of Regents
 AGENCY ID: 19A-671 Board of Regents
 PROGRAM ID: Program A: Board of Regents

4. (KEY) To increase the three/six-year student graduation rate in public postsecondary education from the baseline rate of 29.0% to 31.0% by Spring 2003.

Strategic Link: Goal 1 - *Increase opportunities for student access and success.*

Louisiana: *Vision 2020* Link: Objectives 1.6.3 - *Percentage of Louisiana residents who have graduated from a four-year college or university.* Objective 1.6.4 - *Percentage of residents who have Children's Cabinet Link: Not applicable*

Other Link(s): This objective is closely lined to an objective in the Master Plan for Postsecondary Education.

Explanatory Note 1 - Three/Six-Year: The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates are based on students graduating in 150% of "normal" time, thus three years for 2-year institutions and six-years for 4-year institutions. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer students who graduated. Also, since the graduation cycle runs from summer of a year through the spring graduation the following year, the data in the column 1999-2000 reflects graduation rates through spring 1999, etc.

Explanatory Note 2 - Ten-Year: The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs since it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

Background Note: Louisiana's graduation rate continues to improve. Increased retention rates lead to increased graduation rates. Louisiana expects these rates to continue to improve.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in three/six year graduation rate over 2000-2001 baseline year level	Not applicable ¹	0.9%	1.0%	1.0%	2.0%	2.0%
K	Three/six-year graduation rate ²	Not applicable ¹	29.0%	30.0%	30.0%	31.0%	31.0%
S	10-year graduation rate ²	Not applicable ¹	46.2%	48.3%	48.3%	48.3%	48.3%

¹ This performance indicator did not appear under Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001.

² Three/six-year student graduation rate does not include the graduate or professional levels or the campuses of LTC.

DEPARTMENT ID: 19A- Board of Regents
 AGENCY ID: 19A-671 Board of Regents
 PROGRAM ID: Program A: Board of Regents

5. (KEY) To increase the percentage of first-time freshmen at 4-year institutions prepared for university level work from 65% to 69%.

Strategic Link: Goal 2.2 - *Ensure quality and accountability.*

Louisiana: Vision 2020 Link: Objective 1.2.8 - *Percentage of high school students scoring at or above the "Basic" level on the LEAP-21 state criterion-referenced tests in Math, English/Language*

Children's Cabinet Link: Not applicable

Other Link(s): This objective is closely lined to an objective in the Master Plan for Postsecondary Education.

Explanatory Note: For purposes of the Operational Plan, preparedness for college is enrolling as a first-time full-time freshman without the need for any developmental education courses. Therefore, first-time freshman not enrolled in developmental education courses of any kind are deemed prepared for university-level work.

Background Note: There is a slow but steady decline in the percentage of students enrolled in developmental education on the 4-year campuses. As additional 4-year campuses implement admissions criteria and those with criteria further strengthen them, the expectation is a further decrease in the percentage of students enrolled in these courses at 4-year campuses.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage of first-time freshman at 4-year institutions not enrolled in developmental education	Not applicable ¹	64.2% ²	67.0%	67.0%	69.0%	69.0%
K	Number of first-time freshman at 4-year institutions not enrolled in developmental education	Not applicable ¹	15,775 ²	16,113	16,113	21,464	21,464

¹ This performance indicator did not appear under Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001.

² These figures were adjusted to reflect the LSU Alexandria's legislative authorization to offer four-year degree programs. LSU Alexandria's data are now included with four-year institutions.

DEPARTMENT ID: 19A- Board of Regents
 AGENCY ID: 19A-671 Board of Regents
 PROGRAM ID: Program A: Board of Regents

6. (KEY) To increase the percentage of programs mandated for accreditation that are accredited from 89.6% (baseline year 2000) to 93.5% by Spring 2003.

Strategic Link: Goal 2.2 - *Ensure quality and accountability.*

Louisiana: Vision 2020 Link: Objective 1.8 - *To approve the efficiency and accountability of governmental agencies.*

Children's Cabinet Link: Not applicable

Other Link(s): This objective is closely lined to an objective in the Master Plan for Postsecondary Education.

Explanatory Note: In 1999, the Board of Regents examined and revised its requirements for programs accreditation. The process resulted in assigning disciplines into three categories: Mandatory, Recommended and Optional. The percentage reported in this objective is restricted to those disciplines deemed mandatory by the Board of Regents that accreditation be acquired by a date certain.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage of mandatory programs accredited	Not applicable ¹	89.6%	92.0%	92.0%	93.5%	93.5%
K	Number of mandatory programs accredited	Not applicable ¹	430	482	482	482	482

¹ This performance indicator did not appear under Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001.

DEPARTMENT ID: 19A- Board of Regents
 AGENCY ID: 19A-671 Board of Regents
 PROGRAM ID: Program A: Board of Regents

7. (KEY) To increase the number of students earning baccalaureate degrees in education by 2.2% over the 2,202 earned in baseline year 2000 by Spring 2003.

Strategic Link: Goal 3 - *Expand service to the community and state.*

Louisiana: *Vision 2020* Link: Objective 1.1- *To raise levels of language and computational competencies by high school graduation.*

Children's Cabinet Link: Not applicable

Other Link(s): This objective is closely lined to an objective in the Master Plan for Postsecondary Education.

Explanatory Note: The BoR/BESE Blue Ribbon Commission adopted an ambitious set of recommendations to reframe elementary and secondary education. This objective, if attained, should help in the Blue Ribbon Commission's reaching its goals.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage difference in the number of students earning baccalaureate degrees in education over the Fall 2000 baseline year level	Not applicable ¹	1.0% ²	4.0%	4.0%	2.2%	2.2%
K	Number of students earning baccalaureate degrees in education	Not applicable ¹	2,202	2,390	2,390	2,250	2,250

¹ This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001.

² The graduation cycle in postsecondary education begins with the summer graduation and proceeds through the following spring graduation exercise. Therefore, the yearend performance for 2000-2001 actually ends with the Spring 2000 and the performance standard for 2001-2002 actually ends with the Spring 2001.

DEPARTMENT ID: 19A - Board of Regents
 AGENCY ID: 19A-671 Board of Regents
 PROGRAM ID: Program A: Board of Regents

GENERAL PERFORMANCE INFORMATION:							
PERFORMANCE INDICATOR	PRIOR YEAR ACTUAL FY 1995-96	PRIOR YEAR ACTUAL FY 1996-97	PRIOR YEAR ACTUAL FY 1997-98	PRIOR YEAR ACTUAL FY 1998-99	PRIOR YEAR ACTUAL FY 1999-00	PRIOR YEAR ACTUAL FY 2000-01	PRIOR YEAR ACTUAL FY 2001-02
Total number of students participating in postsecondary education in Louisiana ¹	170,692	170,094	171,102	176,202	176,564	191,673	201,054
Number of Louisiana residents receiving an associate degree from a public Louisiana school	2,615	2,597	2,809	2,782	2,998	2,990	Not available ²
Number of Louisiana residents receiving a bachelors degree from a public Louisiana school	13,094	12,641	13,466	13,635	14,591	14,816	Not available ²
Number of Louisiana residents receiving a masters degree from a public Louisiana school	2,838	2,884	2,994	3,122	3,154	3,127	Not available ²
Number of Louisiana residents receiving a doctoral degree from a public Louisiana school	176	158	185	204	197	212	Not available ²
Degrees/awards conferred (Public)	22,718	22,636	23,881	24,134	25,359	25,500	Not available ²
Statewide Distance Learning Courses	not available ³	not available ³	not available ³	not available ³	254	408	501
ACT level of student satisfaction (2-year)	not applicable	not applicable	not applicable	not applicable	4.08	4.09	Not available ²
ACT level of student satisfaction (4-year)	not applicable ³	not applicable ³	not applicable ³	not applicable ³	3.81	3.76	Not available ²

² Data available by August, 2002.

³ Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the fall term. No data collected in the years marked "Not Available".